

Knights Enham School

RE Action Plan

(2025 - 2026)

Vision

At Knights Enham Schools we provide...

'Inclusive and ambitious learning experiences where our school community feels safe and motivated to achieve their best.'



'Together We Achieve'

Nursery & Infants Latest Ofsted Inspection

Summary from Ofsted Inspection (March 2023)

Overall effectiveness Good

• Effectiveness of leadership and management	Requires Improvement
• Quality of teaching, learning and assessment	Requires Improvement
• Personal development, behaviour and welfare	Requires Improvement
• Outcomes for pupils	Requires Improvement

What does the school need to do to improve?

1. In some subjects, leaders have not yet precisely identified and sequenced the detailed knowledge that they want pupils to learn in the curriculum. This means that teachers do not always know exactly what knowledge needs to be taught and in what order. Leaders need to ensure that, across all subjects, the steps of knowledge that pupils should learn are coherently planned and sequenced from the beginning of early years.
2. Across subjects and the areas of learning in early years, curriculum implementation needs improving. Teachers do not consistently set ambitious activities that carefully match the planned curriculum. Therefore, pupils are not securely knowing more and remembering more. Leaders need to develop staff's expertise to effectively deliver the school's curriculum.
3. Leaders have not successfully established high expectations and clear routines for all pupils. This has led to inconsistencies in staff's behaviour management approaches. Consequently, the behaviour of some pupils disrupts the learning of others. Leaders need to ensure all staff have the highest of expectations for all pupils' behaviour and that leaders ensure there are clearly defined consequences to reinforce school rules.
4. Within the school's personal development programme some aspects are not coherently sequenced. Furthermore, pupils are not currently benefiting from a broad range of experiences. Leaders need to complete their revisions to the personal development curriculum and restart the full breadth of their planned offer.
5. Subject leaders do not have a clear oversight of how well pupils are learning the curriculum. Leaders need to provide training and create capacity for subject leaders to ensure the curriculum is implemented effectively and pupils attain highly.

Junior Latest Ofsted Inspection

Summary from Ofsted Inspection (Dec 2024)

- **The quality of education Requires improvement**
- **Behaviour and attitudes Good**
- **Personal development Good**
- **Leadership and management Good**

Ofsted Guidance for What the School should do to Improve Further?

1. Staff do not provide the precise support that some pupils need to quickly and effectively close gaps in their phonics knowledge. This means that these pupils do not rapidly learn to read and spell appropriately for their age. The school should ensure that all staff have the expertise to identify and rapidly close the gaps in pupils' knowledge, so they are able to read and spell with fluency and confidence.
2. Teachers do not ensure that all pupils access learning that enables them to apply mathematical knowledge, concepts and procedures appropriately for their age. This means a large number of pupils are not well prepared for key stage 3. The school must ensure that teachers have the expertise they need to swiftly close gaps in pupils' learning, enabling them to learn the age-appropriate knowledge they need.
3. Teachers do not always present new learning in a clear and precise way. This means some pupils struggle to understand new learning with sufficient depth. The school must ensure that all staff have the expertise that they need to help pupils develop and retain a secure understanding.
4. Assessment approaches in some subjects are not fully developed. This means that the school is not fully assured that all pupils are effectively learning the intended Inspection report: The Knights Enham Junior School 3 and 4 December 2024 4 curriculum. The school should continue to strengthen how they assure themselves that the curriculum is being learned successfully by all pupils.

Key school Improvements Priorities – linked to School Vision and latest Ofsted report:

1. Teaching and Learning

Meeting the needs of all children to ensure good progress.

To develop robust **assessment for learning** strategies to accurately identify individual learning gaps and inform the planning of targeted adaptations and scaffolding. This will ensure all pupils receive the necessary support to make progress and retain information over time.

To ensure that every lesson includes high levels of appropriate **challenge** to promote deeper thinking and accelerate progress for all learners, so that more pupils achieve greater depth.

To strengthen the teaching of early **language** and **vocabulary** throughout the school and across all subjects to enable children to become confident, articulate, and competent communicators.

To improve the teaching of **mathematics** so that gaps in pupils learning continue to close.

2. Curriculum

Creating our own curriculum which is rich, creative, and to be proud of.

To strengthen **assessment** opportunities across foundation subjects to enable teachers to accurately identify gaps in learning and use this information to inform planning and teaching.

To develop **subject leaders** through effective monitoring, professional development, and opportunities to lead, so they become strong, confident leaders in their subjects and drive improvement across the school.

3. SEND

Meeting the needs of all children to ensure good progress.

To develop precise and personalised, **high-quality SEND provision** for pupils with high levels of need, ensuring that they receive the targeted support required to achieve their full potential.

To invest in the development of Learning Support Assistants, equipping them with the skills, knowledge, and confidence to become **experts** in supporting inclusive and effective provision for all learners.

Curriculum Intent – RE

A high-quality RE education will help pupils use knowledge gained to understand Britain's diverse population. It should inspire pupils to be humane, nurturing and understand how and why people are different and why they have different beliefs and traditions. Teaching should equip pupils to ask perceptive questions, think critically and develop perspective and judgement. RE helps pupils to understand people's lives, the diversity of societies and relationships between different groups, as well as their own identity.

All pupils should know and understand different key religions of where we live and how this shapes our town, developing tolerance and understanding for others.

In particular, pupils should:

- Develop knowledge and understanding of the main British Christian religion and why we celebrate certain occasions such as Harvest, Christmas and Easter.
- Understand different religions such as Judaism, Sikhism and Hinduism and how these relate to each other, thinking about their origin stories and special events.
- Learn about special places, things and books and how this differs between each religion and why this is important.
- Learn about different celebrations to those of the Christian faith and why these are important to those that celebrate them such as Diwali, Sukkah, Passover, and Hanukkah.

Implementation:

RE in EYFS is incorporated within Development Matters: Understanding the world. The children will understand that some places are special to members of their community. They will recognise that people have different beliefs and celebrate special times in different ways. The children will recognise some similarities and differences between life in this country and life in other countries.

Key Stage 1 and Key Stage 2 follow our local agreed syllabus Living Difference IV. Within each unit of planning there are opportunities for a cross curricular approach, such as Drama, Art and Cooking. Thus, ensuring that the curriculum is accessible to meet the needs of all of our children in an engaging approach.

Living Difference IV the agreed Syllabus for Hampshire and The Isle of Wight:

Programme of study:

Enquire – into and engage with concepts that are important to children's own experiences and religion.

Contextualize – concept within religious practice

Evaluate- importance and value of the concept within religious practice

Communicate – children's own responses to the concept

Apply – the concept to their own and others experiences.

Skills

- reflection
- empathy
- comprehension
- investigation

Impact

The impact of RE teaching and learning at Knights Enham Schools will enable pupils to prepare them for the next stage in learning having made age-appropriate progress or better, understanding the people around them in their daily lives and developing tolerance and acceptance of others. Attainment at the end of Foundation Stage will reflect children's starting points and securely prepare them for access to the KS1 curriculum. End of KS1 and KS2 attainment will similarly reflect secure learning journeys where pupils make good progress and understanding and are well prepared for the next stage in their learning.

1. Teaching & Learning

Meeting the needs of all children to ensure good progress.

Intent	Implementation/ actions	Monitoring	Timescale	Budget	Impact
<p>To develop robust assessment for learning strategies to accurately identify individual learning gaps and inform the planning of targeted adaptations and scaffolding.</p> <p>This will ensure all pupils receive the necessary support to make progress and retain information over time.</p> <p>To ensure that every lesson includes high levels of appropriate challenge to promote deeper thinking and accelerate progress for all learners, so that more pupils achieve greater depth.</p> <p>To strengthen the teaching of early language and vocabulary throughout the school and across all subjects to enable children to become confident, articulate, and competent communicators.</p>	Provide staff with a more accurate assessment structure for Insights so that assessment can be more appropriate and distinctly skills-based progressing through the school.	RE Lead			Improved understanding of assessment across the teaching staff – supporting AFL and planning for future learning.
	To ensure all adults teaching RE have the knowledge and resources to adapt the curriculum to the needs of our children with SEND through skills training and highlighting key resources.	RE Lead	Ongoing		
	Ensure all adults teaching RE understand how to support and challenge all children in RE - including those showing a confidence in the subject.	RE Lead SLT during learning walks/book looks	Ongoing		
	Ensure all RE topics have appropriate vocabulary threading through every lesson. Infants – word mats Juniors – on topic board	RE Lead SLT during learning walks/book looks	Ongoing		

2. Curriculum

Creating our own curriculum which is rich, creative, and to be proud of.

Intent	Implementation	Monitoring	Timescale	Budget	Impact
<p>To strengthen assessment opportunities across foundation subjects to enable teachers to accurately identify gaps in learning and use this information to inform planning and teaching.</p> <p>To develop subject leaders through effective monitoring, professional development, and opportunities to lead, so they become strong, confident leaders in their subjects and drive improvement across the school.</p>	Reviewing the recommended medium-term plans and outcomes to ensure any identified skills gaps are being revisited and that challenge is being successfully being included consistently.	RE Lead	Ongoing		
	Reviewing the activities put forward by the subject leader. Ensuring they should offer variety and a balance between written activities and ones, which encompass other disciplines. Making sure there is strong understanding throughout all teaching staff for the importance of AFL throughout the topic to support the assessment in Insights.	RE Lead Class Teachers	Ongoing		
	Work sampling at the end of each unit of work to see successes or areas for development.	RE Lead	Ongoing		
	Use Insights to map the progression of key skills across the school and compare it to assessing the children's attainment.	RE Lead Class Teachers	Ongoing		

3. Phonics & Early Reading

Giving the children the tools to develop their love of reading.

Intent	Implementation	Monitoring	Timescale	Budget	Impact
To embed the teaching of phonics and the approach to early reading so that all children are fulfilling their potential as Knights Enham readers.	CTs to use the skills used in phonics when modelling how to write word during modelling. Adults to refer to Essential Letters & Sounds (ELS) posters & GPC charts when children need support during independent writing.	RE Lead	Ongoing		